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ABSTRACT

The distributive occupations management system is designed to assist the teacher in the organization and management of the program. It includes measurable objectives which detail the responsibilities of the teacher and students. A broad range of learning experiences in several distributive occupations are provided. Specific units are presented which cover entry-level skill development for the common core elements essential to business and distributive occupations, grocery store occupations, and department store occupations. A cooperative work experience program provides transitional sales and training experiences leading to post high school employment or to advanced training. The objectives in the management system are arranged into nine-week frames to facilitate the collection of evaluation data at the same time as student grades are issued. (Author/NJ)

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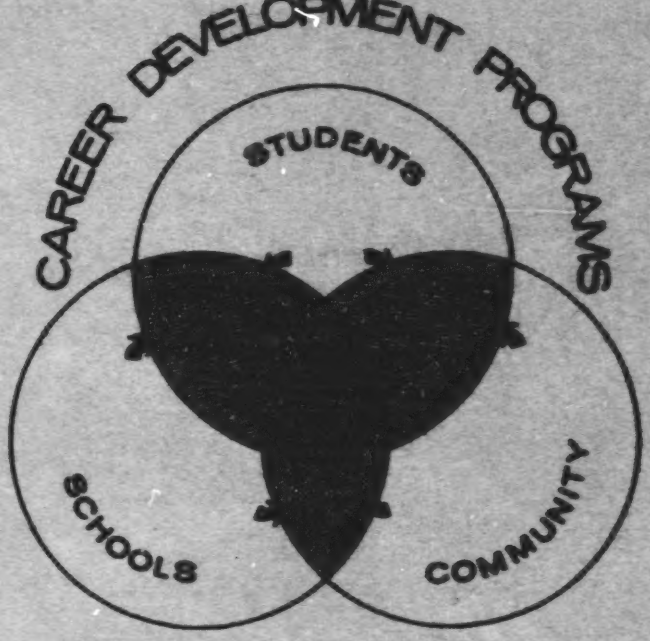
Distributive Occupations Program



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SAN MATEO UNION HIGH SCHOOL DISTRICT
SAN MATEO, CALIFORNIA

C A R E E R D E V E L O P M E N T

P R O G R A M S

DISTRIBUTIVE OCCUPATIONS PROGRAM

MANAGEMENT SYSTEM

San Mateo Union High School District

San Mateo, California

1975

VT 102457

SAN MATEO UNION HIGH SCHOOL DISTRICT

DISTRICT BOARD OF TRUSTEES

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Mrs. Elizabeth Curtis

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Mr. Donald Langendorf

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SUPERINTENDENT OF SCHOOLS

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COORDINATOR OF CAREER AND VOCATIONAL SERVICES

Dr. Troy E. Nuckols

DISTRIBUTIVE OCCUPATIONS PROGRAM
TEACHER/COORDINATOR OBJECTIVES

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DISTRIBUTIVE OCCUPATIONS PROGRAM

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INTRODUCTION

The Distributive Occupations Program was developed in response to a critical need within the San Mateo Union High School District, and San Mateo High School in particular, for a series of career alternatives which lead into distributive occupations where there is a high and continuing demand for entry-level employees.

The Distributive Occupations Program at San Mateo High School is considered to be ideally placed due to its proximity to three major retail trade centers and because its student body has a high percentage of students who can benefit from skill training and paid work experience which is an integral part of the program.

This Distributive Occupations Management System is designed to assist the program teachers in the organization and management of the program. It includes measureable objectives which detail the responsibilities of the teacher and his students. The process described in the document will assist in generating program evaluation data which will assist in more effective planning, and in maintaining an up-to-date teaching/learning situation.

The objectives in this management system are arranged into nine-week time frames to facilitate the collections of evaluation data at the same time as student grades are issued. Objectives which apply to specific dates or processes appear in a single time frame. Objectives which are continuing appear in each time frame.

Mr. Jaynes Friedman, Teacher/Coordinator
Distributive Occupations Program

Dr. Curtis G. Larson, Program Evaluator
Career Development Programs

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

PROGRAM DESCRIPTION

The Distributive Occupations Program is designed to provide a broad range of student learning experiences in several distributive occupations. Specific units are presented which cover entry-level skill development for the common core elements essential to business and distributive occupations, grocery store occupations, and department store occupations. A cooperative work experience program provides transitional sales and training experiences leading to post high school employment or to advanced training. A Vocational Advisory Committee composed of local distributive business leaders is utilized to validate and update the instructional program, to assist with related instruction, and for cooperative work experience placements. The total program operates two hours per day, five days per week, each school year. Students spend a minimum of five periods per week in classroom learning activities and a minimum of 10 hours per week in on-the-job training in the retail and distributive community.

Special efforts are made to recruit, train, support, and place disadvantaged, handicapped, and minority students in entry-level distributive occupations. The utilization of department store fixtures, typical cash registers, and selected samples of department store stock enables students to develop skills in salesmanship, stock control, stock display, cash, and credit sales. A mini grocery store enables students to develop skills in the grocery checker/ grocery bagger career cluster.

The program students are encouraged to utilize the Career Center services for additional exploration of career alternatives in distributive and marketing occupations.

DISTRIBUTIVE OCCUPATIONS PROGRAM
TEACHER/COORDINATOR OBJECTIVES

PROGRAM GOALS AND EXPECTANCIES

Distributive Education Goals

The major goal of the program is to conduct a course which will prepare 25 to 75 students per year for entry-level employment in the department store, grocery store, and distributive and marketing fields. Each student who completes the program will have developed the knowledge and entry-level skills to be certified employable by both the teacher/coordinator and the cooperative work experience sponsor.

The secondary goals of the program are:

- to provide career exploration and career decision-making opportunities for students
- to prepare students for entrance into advanced training programs in merchandising and distributive education at the community college level

District Goals and Expectancies

The Distributive Occupations Program assists students to achieve the following district educational goals and expectancies:

1.0 *Know the many forms in which communication occurs, and communicate effectively. The student should:*

- Understand how attitudes, values, and emotions are communicated in both verbal and nonverbal ways
- Read, write, listen, and speak at a functional level

3.0 *Understand and accept themselves and others.*

- Examine his personal long-range goals in relation to his evolving self-concept
- Evaluate and adjust his vocational and educational objectives in terms of knowledge about himself and the world of work
- Assess and appraise his aptitudes, interests, and achievements in relation to vocational and individual objectives

6.0 *Apply the processes of problem solving.*

- Recognize and define the problem
- Identify, gather, and use all available sources of information
- Analyze the data
- Select a method for solution and accept responsibility for the results of the decision

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

7.0 *Have a comprehensive and accurate knowledge of the world of work.*

- Know about a wide variety of occupational fields and the required education and training necessary for entry-level employment and advancement in these fields
- Possess knowledge and skills necessary for entry-level employment in at least one occupational area
- Demonstrate the potential for adaptability to changing occupational demands
- Make occupational choices in line with his interest and abilities, and in terms of the opportunities open to him
- Relate effectively with individuals and groups with whom he comes into contact in the occupational field of his choice
- Understand the need to maintain himself as a self-supporting and contributing member of society
- Use occupational information that is available to him

8.0 *Realize the role of education in human progress.*

- Continue his education beyond compulsory limits and recognize that learning is a lifeloug endeavor
- Recognize the valuable role of education in effecting change

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

STUDENT TERMINAL PERFORMANCE OBJECTIVES

The terminal behaviors associated with the Distributive Occupations Program are those skills and blocks of knowledge that students will be able to demonstrate as a result of completing the program.

1. The student who has successfully completed the course will be able to demonstrate the common core competancies considered essential to entry-level skills in distributive occupations.

2. The student who has successfully completed the Grocery Store Unit will be able to demonstrate the entry-level skills necessary to function as a grocery checker or bagger.

3. The student who successfully completes the Department Store Unit will be able to demonstrate entry-level skills in salesmanship, customer relations, stock display, and cash and credit sales.

4. The student will be able to demonstrate adequate knowledge to conduct a job search, properly complete an employment application form and meet employer requirements for a satisfactory employment interview.

5. The student will have developed the employment attitudes and interpersonal skills required for continued employment. Attitudes and interpersonal skills may be identified by observable behaviors such as:

   - Consistent compliance with dress and grooming requirements of the work environment
   - Ability to receive and carry out instructions
   - Working in harmony with supervisors, fellow employees and the public served

6. The student will have had on-the-job experiences which have provided opportunities for him/her to demonstrate personal growth, maturity and responsibility. Increased growth, maturity, and independence may be demonstrated by, but not limited to: regular attendance on the job, assumption of increased responsibilities on the job, promotion, being asked to supervise fellow employees, working well under pressure, accomplishing increasingly difficult tasks, and so forth.

TIME FRAME			
1	2	3	4

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
7. The student will demonstrate entry-level employment proficiency in at least one area in the distributive and merchandizing field.				———
8. Each student will have completed an education plan which identified the educational and training requirements of his cooperative work experience assignment or of another occupation which appeared to offer greater personal career potential.				———

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

TEACHER/COORDINATOR FACILITATING OBJECTIVES	TIME FRAME 1	2	3	4
The teacher/coordinator's facilitating objectives are designed to provide a performance framework which defines the teacher/coordinator's tasks in the management of the Distributive Occupations Program and in assisting students to reach the terminal objectives of the program. Objectives have been included to cover the instructional, administrative, legal, career station, counseling, and related learning activities of the program. Objectives which apply only to a particular point in time appear in only one time frame. Other objectives which are ongoing and apply to all time frames are repeated in every time frame, i.e., each time frame is a complete objective package which covers a particular nine-week period.				
Instructional Objectives				
In order to assist the students in completing the performance objectives of the program and to provide for necessary management, the teacher will:				
1. Provide orientation sessions for students enrolled in Distributive Occupations classes.				
Evaluation--Complete by end of 1st week	___			
2. Provide students with assistance in unit planning and completing learning activities.				
Evaluation--Minimum of three hours per week	___	___	___	___
3. Distribute all unit objectives to students and assist in relating these objectives to requirements for the Distributive Occupations Program.				
Evaluation--Continuing	___	___	___	___
4. Assist students in completing unit objectives by providing demonstrations of skills and concepts for each unit of instruction.				
Evaluation--Continuing	___	___	___	___
5. Provide a pretest and a posttest for each unit of instruction.				
Evaluation--Copies of each test will be available for inspection.	___	___	___	___

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
6. Conduct safety checks of each student before operation of unit equipment or use of materials.				
Evaluation--Continuing	—	—	—	—
7. Maintain unit objective flow charts that show student overall progress in completing course objectives.				
Evaluation--Continuing	—	—	—	—
8. Sponsor a DECA Chapter for the students at San Mateo High School.				
Evaluation--The DECA Chapter will be organized within the first school year of operation and will continue thereafter.				—
Operational Objectives				
1. Conduct the Cooperative Work Experience Education phase of the program in accordance with the goals and objectives as stated in the District Plan for Administration and Operation of a Work Experience Education Program.				
Evaluation--Continuing	—	—	—	—
2. Assist students to prepare and complete forms necessary for enrolling in the program.				
Evaluation--Completed by the end of the 3rd week of each semester.	—		—	
3. Enroll 20-25 students per teacher/coordinator hour as indicated in the District Plan for Administration and Operation of A Work Experience Education Program.				
Evaluation--Complete by the end of the 3rd week of each semester.	—		—	
4. Assist in establishing and maintaining sufficient career stations so that 80% of the students who are accepted into the Cooperative Work Experience Education Program will be placed or scheduled to be placed.				
Evaluation--Complete by the end of the 17th week of each semester.		—		—

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

		TIME FRAME			
		1	2	3	4
5.	Insure that training agreements are properly explained and signed by appropriate individuals for each student. This should be continuous and prior to placing students into the Cooperative Work Experience phase of the program.				
	Evaluation--Continuing	___	___	___	___
6.	Arrange for students who do not have jobs to have placement interviews at potential career stations.				
	Evaluation--Continuing	___	___	___	___
7.	Notify the counseling department of the students who have been accepted into the programs.				
	Evaluation--Submit initial list of student enrollees by the end of the 3rd week of each semester and continuing thereafter.	___		___	
8.	Post and maintain regular office hours which will provide time for consultation and discussion of individual student contracts.				
	Evaluation--Continuing	___	___	___	___
9.	Meet and confer with 100% of the students to evaluate their performance and degree of job satisfaction at career stations.				
	Evaluation--Complete prior to the end of each time frame.	___	___	___	___
10.	Consult with administrators, teachers, and guidance personnel relative to the student and his career goals as needed.				
	Evaluation--Continuing	___	___	___	___
11.	Submit grading forms to designated individual in local school.				
	Evaluation--Completed by the end of each time frame.	___	___	___	___
12.	Establish and maintain a system of records consistent with the laws and appropriate to the student's activities.				
	Evaluation--Continuing	___	___	___	___

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
13. Develop and maintain a file of state and federal regulations that apply to Work Experience Education Programs.				
Evaluation--Continuing	—	—	—	—
14. Inform and recruit sophomores and juniors for the program during December through March of each year.				
Evaluation--Complete prior to the end of the 3rd time frame.			—	
15. Refer selected Cooperative Work Experience Education graduates to the Department of Employment Development and other agencies concerning post-high school employment opportunities.				
Evaluation--Process started by the 14th week of each semester.		—		—
16. Meet with other district Work Experience Education teacher/coordinators at least four times each semester.				
Evaluation--Continuing	—	—	—	—
17. Participate in inservice training for Work Experience Education Programs.				
Evaluation--Attend minimum of 2 hours of inservice training meetings or workshops per semester.		—		—
18. Assist in developing and maintaining contact with business, professional, and industrial community, as well as with labor organizations and other agencies which may contribute to Cooperative Work Experience Education Programs.				
Evaluation--Continuing	—	—	—	—
19. Provide program promotion both within and out of the local school.				
Evaluation--Continuing	—	—	—	—

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
20. Participate as a member of the Distributive Occupations Advisory Committee.				
Evaluation--Attend all meetings held during the school year.				—
21. Prepare an annual budget for the Distributive Occupations Program in the local school.				
Evaluation--Submit proposed budget to designated person on date requested.			—	
22. Assist in conducting an annual follow-up of all Distributive Occupations graduates.				
Evaluation--Submit report of study as requested by designated person.				—
23. Assist in preparing statistical reports such as data on enrollment, handicapped and disadvantaged students, minority enrollment, etc.				
Evaluation--Submit reports requested to designated person.			—	
24. Review each of the teacher/coordinators' objectives and each student's objectives and report:				
- Level of achievement - Suitability of objectives for assisting students to reach the program's student terminal objectives				
Evaluation--Complete and submit, by the end of each time frame. The forms are described in the evaluation section of the management system.	—	—	—	—
25. Write a letter to each career supervisor and career sponsor thanking him for his present and continuous participation.				
Evaluation--Complete before the end of the school year.				—

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

Career Station Objectives	TIME FRAME 1	2	3	4
1. Meet and confer with 100% of the students' career sponsors. *Evaluation—Complete before the end of the 3rd week student's employment.*	___	___	___	___
2. Arrange with career station supervisor to provide learning experiences which will assist the student to understand and comply with his career sponsor's standards for dress, grooming, and performance of job duties. *Evaluation--Continuing*	___	___	___	___
3. Observe 90% of the students at their career stations on a regular basis. *Evaluation--Minimum of once each time frame.*	___	___	___	___
4. Assist student to have an evaluation conference with his career station supervisor when necessary. *Evaluation—Continuing*	___	___	___	___
5. Meet and confer with career station supervisor to evaluate student's performance. *Evaluation--Complete before the end of the last week of each time frame.*	___	___	___	___
6. Develop individualized training plans for students who wish to enroll in the Vocational Work Experience Education Program after completing the Distributive Occupations Program. *Evaluation--Report the number of individualized plans developed and implemented each time frame.*	___	___	___	___

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

STUDENT PERFORMANCE OBJECTIVES

Each student in the Distributive Education Program will be awarded credits and certified competent upon successful completion of the objectives listed within the following instructional and cooperative work experience units:

1. Marketing and Distribution Processes
2. Human Relations
3. Sales and Merchandising Mathematics Skills
4. Buying and Pricing
5. Cash Register
6. Change Making
7. Check-Bagger Competency
8. Applying for a Job
9. Cooperative Work Experience
10. Unit Control
11. Salesmanship
12. Advertising
13. Display
14. Credit Instruments and Sales Contracts
15. Financial Statements

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

UNIT 1: MARKETING AND DISTRIBUTION PROCESSES	TIME FRAME 1	2	3	4
1. The student will take the pretest on marketing processes. *Evaluation—The pretest will be completed before beginning the unit objectives.*				
2. The student will demonstrate his knowledge of the differences between marketing and production by defining each term from memory within a 10 minute period. *Evaluation—The written definitions will be submitted within 10 minutes and will meet the teacher's requirements for accuracy.*				
3. The student will submit a written discussion of the advantages and disadvantages of the following types of businesses: Sole Proprietorships Franchises Partnerships Corporations *Evaluation—The student's summary will contain at least 75% of the advantages and disadvantages covered in the class lectures and discussions.*				
4. The student will demonstrate his knowledge of the channels of distribution by correctly outlining the distribution of three different types of consumer goods as specified by the instructor. *Evaluation—The outlines will meet the criteria as stated by the instructor.*				
5. The student will submit a short written report which describes two distributive or marketing careers. *Evaluation—The student report will contain as a minimum the wages, working conditions, how to prepare for the job, and the local employment forecast for each career.*				

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
6. Each student will take the posttest on marketing and distribution processes.				
Evaluation--The student must correctly respond to 75% of the questions on the posttest.	—	—	—	—

NOTE: Students who do not meet the required performance levels for the unit objectives on the first attempt will be provided with additional learning activities and a second chance to perform at the required levels.

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

UNIT 2: HUMAN RELATIONS

	TIME FRAME			
	1	2	3	4
1. The student will complete the human relations unit pretest. *Evaluation--The student will complete the unit pretest before starting the unit objectives.*	___	___	___	___
2. The student will take part in the presentations and demonstrations on how a company benefits from the practice of good customer relations. Following the discussion the student will describe the employee actions which best represent the image of the company, list the benefits the company gets from good customer relations, and list the benefits the sales person gets from good customer relations. *Evaluation--The student's response will include at least three examples of positive employee-customer relations, four company benefits and two salesperson benefits.*	___	___	___	___
3. The student will be given a series of case studies of selling and employment situations. He will identify several human relations problems and suggest workable solutions to the problems. *Evaluation--The student's response should indicate two reasonable solutions for each case study and will comment on the possible consequences of one solution for each case study.*	___	___	___	___
4. The student will use the information gained from class presentations and case studies to identify positive and negative salesperson attitudes toward customers. *Evaluation--The student will list from memory at least five positive and five negative sales person attitudes toward customers.*	___	___	___	___
5. The student will take part in role playing situations which demonstrate human relations with co-workers and supervisors. He will identify problems and consider possible solutions to the human relations situations. *Evaluation--The student will give an oral explanation of the problems, state two or more solutions and explain his reasons for his preferred solution.*	___	___	___	___

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
6. The student will complete the posttest on human relations.				
Evaluation--The student will correctly answer 85% of test questions.	___	___	___	___

NOTE: Students who do not meet the required performance levels for the unit objectives on the first attempt will be provided with additional learning activities and a second chance to perform at the required levels.

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

UNIT 3: SALES AND MERCHANDISING MATHEMATICS SKILLS

	TIME FRAME			
	1	2	3	4
1. The student will take the mathematics skills pretest. *Evaluation--The student must complete the pretest prior to beginning the unit objectives.*	___	___	___	___
2. The student will complete a series of exercises to increase his ability to work with the whole numbers, fractions, and decimals which are common to business applications. *Evaluation--The student will complete test problems in addition, subtraction, multiplication, division, fractions, decimals, and percentages with 90% accuracy.*	___	___	___	___
3. The student will be able to read, verify, and add all amounts on a series of sales documents provided by the teacher. *Evaluation--All amounts must be totaled with 90% accuracy.*	___	___	___	___
4. The student, while working in a simulated grocery store, will demonstrate his ability to complete a series of sales involving weights and measures of various products. *Evaluation--The customer charges will be calculated with 90% accuracy.*	___	___	___	___
5. The student will use a series of invoices, purchase orders, and freight bills, provided by the teacher, to check and verify quantities against invoices and purchase orders. *Evaluation--The student will identify with 90% accuracy the actual merchandise received and invoiced.*	___	___	___	___
6. The student will use a profit wheel to identify the percentage of mark-ups and mark-downs on ten items of simulated store merchandise. *Evaluation--The student's work will correctly identify 80% of the items.*	___	___	___	___

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
7. The student will be able to compute the correct cost of a list of multiple priced items. *Evaluation--The student's cost must be within 80% of the correct total.*				
8. Each student will take the posttest on sales and merchandising mathematics skills. *Evaluation--The student will respond correctly to 80% of the items on the posttest.*				

NOTE: Students who do not meet the required performance levels for the unit objectives on the first attempt will be provided with additional learning activities and a second chance to perform at the required levels.

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

UNIT 4: BUYING AND PRICING

	TIME FRAME			
	1	2	3	4
1. The student will complete the buying and pricing unit pretest.				
Evaluation--The student will complete the pretest prior to starting the unit objectives.	—	—	—	—
2. The student will participate in class discussions and demonstrations of the techniques for buying and pricing merchandise.				
Evaluation--The student will retain discussion and handout materials in a class notebook.	—	—	—	—
3. The student will demonstrate his knowledge of buying, receiving and storing merchandise by describing and/or using visual displays of the process.				
Evaluation--The student will give an oral/visual presentation to the instructor.	—	—	—	—
4. The student will demonstrate his knowledge of pricing and discounting of merchandising by taking a lot of unmarked merchandise provided by the teacher, completing the receiving documents, pricing the items, and attaching price tags which show the date for discounting the merchandise.				
Evaluation--The student's work will be rated by the teacher.	—	—	—	—
5. The student will use a case of canned goods, provided by the teacher, to demonstrate the fastest method of pricing canned items.				
Evaluation--The student demonstration will be rated by the instructor.	—	—	—	—
6. The student will identify the proper methods of pricing cans, bottles, jars, boxes and other containers.				
Evaluation--The student will score a minimum of 75% on the pricing quiz.	—	—	—	—

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
7. The student will complete the buying and pricing unit posttest. *Evaluation--The student will score a minimum of 75% on the unit posttest.*				
	—	—	—	—

NOTE: Students who do not meet the required performance levels for the unit objectives on the first attempt will be provided with additional learning activities and a second chance to perform at the required levels.

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

UNIT 5: CASH REGISTER

	TIME FRAME			
	1	2	3	4
1. The student will complete the cash register unit pretest. *Evaluation--The student must complete the unit pretest before beginning the unit objectives.*				
2. The student will demonstrate his ability to perform the following cash register maintenance tasks: - Replace detail tape - Re-ink - Replace customer tape - Change the register date - Unjam the register keys - Lock the register *Evaluation--The teacher will rate the student's performance.*				
3. The student will correctly identify the operational parts of each of the registers in the laboratory. *Evaluation--The student will correctly answer 90% of the questions in a class quiz.*				
4. The student will demonstrate his ability to operate the cash register by checking in a group of items presented by a student customer. He must set up the cash till, take an opening reading on the register, check in the merchandise items, and provide the student/customer with a register receipt. *Evaluation--The student's work will be evaluated by one or more student evaluators. The student's work must be at least 90% accurate.*				
5. The student will complete a minimum of three student exercises in Objective 4. He will then take an ending reading, compare his closing tape with the total number of simulated sales, and correct any errors resulting from "overrings" and "underrings." *Evaluation--The students opening reading, plus sales and corrections, must exactly agree with the closing tape reading.*				

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
6. The student will complete the cash register unit posttest. *Evaluation--The student will correctly answer 90% of the posttest questions.*				

NOTE: Students who do not meet the required performance levels for the unit objectives on the first attempt will be provided with additional learning activities and a second chance to perform at the required levels.

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

UNIT 6: CHANGE MAKING

	TIME FRAME			
	1	2	3	4
1. The student will complete the change-making unit pretest. *Evaluation--The student will complete the unit pretest before beginning the unit objectives.*	___	___	___	___
2. The student will demonstrate his ability to correctly make change following the use of the cash register to check in a series of items. He will use the simulated store money in the register to present the customer with the correct amount of change. *Evaluation--The amount of change given following a purchase must be accurate 95% of the time.*	___	___	___	___
3. The student, on a written quiz, will be able to list the seven steps in making change. *Evaluation--The student must correctly list a minimum of 6 of the 7 steps.*	___	___	___	___
4. The student will demonstrate to the instructor, the prescribed method for making change starting with the amount of purchase and the smaller coins and working up to the denomination of the bill presented by the customer. *Evaluation--The student will receive a minimum of a 90% correct rating by the instructor.*	___	___	___	___
5. The student will complete the posttest on changemaking. *Evaluation--The student will correctly answer 90% of the questions on the posttest.*	___	___	___	___

NOTE: Students who do not meet the required performance levels for the unit objectives on the first attempt will be provided with additional learning activities and a second chance to perform at the required levels.

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

UNIT 7: CHECKER-BAGGER COMPETENCY

	TIME FRAME			
	1	2	3	4
1. The student will complete the checker-bagger unit pretest. *Evaluation—The pretest will be completed prior to beginning the unit objectives.*	___	___	___	___
2. The student will identify those items on a list, provided by the teacher, which are subject to California Sales Tax. *Evaluation—The student must correctly identify 90% of the taxable items.*	___	___	___	___
3. The student will be given twenty-five grocery items on a table or stand, a selection of paper bags, and a Bagging Check Sheet. He will correctly bag the 25 items. *Evaluation--The grocery items will be correctly bagged within 2 minutes with 100% accuracy.*	___	___	___	___
4. The student will use a produce scale, a produce price list, and a cash register, accurately adjust the scale, weigh, total, and ring up twenty-five produce items. *Evaluation—The student will complete the exercise with 100% accuracy within a 5 minute period.*	___	___	___	___
5. The student will demonstrate his ability to check grocery items by doing the following: - greet the customer - take the market basket - weigh the produce items - ring up produce and grocery items - figure the sales tax - ring up the total charges - make change A checking out merchandise check sheet may be used as a reference. *Evaluation--The exercise must be completed with 100% accuracy on the sales total and be completed within a 3 minute time period.*	___	___	___	___

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
6. The student will complete the Checker Bagger Unit posttest. *Evaluation--The student must correctly answer 90% of the test questions.*				

NOTE: Students who do not meet the required performance levels for the unit objectives on the first attempt will be provided with additional learning activities and a second chance to perform at the required levels.

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

UNIT 8: APPLYING FOR A JOB

	TIME FRAME			
	1	2	3	4
1. The student will complete the unit pretest. *Evaluation--The student will complete the unit pretest before starting the unit objectives.*	___	___	___	___
2. The student will complete a sample job application form which is typical of those used by employers. The form must be completely filled in. The writing or printing must be legible and neat. *Evaluation--The completed form must be of the quality which is acceptable to a typical cooperative work experience sponsor.*	___	___	___	___
3. The student will complete a sample mathematics employment test. *Evaluation--The student must correctly answer 85% of the test questions.*	___	___	___	___
4. The student will take part in a simulated employment interview. The application from Objective 2 will be presented to the interviewer. *Evaluation--The student interview will be evaluated by the teacher and the class.*	___	___	___	___
5. The student will take part in the class presentations, class discussions and will retain the notes and handout materials in a class notebook. *Evaluation--The student will actively participate in the discussion and role playing. His/her notebook will be submitted at the teacher's request.*	___	___	___	___
6. The student will complete the applying for a job unit posttest. *Evaluation--The student will correctly answer 85% of the posttest questions.*	___	___	___	___

NOTE: Students who do not meet the required performance levels for the unit objectives on the first attempt will be provided with additional learning activities and a second chance to perform at the required levels.

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

UNIT 9: COOPERATIVE WORK EXPERIENCE

TIME FRAME

1	2	3	4

Each objective listed under Cooperative Work Experience is required to be completed by every student in the work experience phase of the program.

Cooperative Work Experience

1. The students will prepare and submit forms necessary for enrollment in the program prior to placement.

   Evaluation--Complete and return all forms to designated person. ___ ___ ___ ___

2. The students will ask the career station supervisor for an explanation of the job duties and the company regulations which make up their work assignments.

   Evaluation--Confirmation of career station orientation will be made by teacher/coordinator by end of the 3rd week of employment. ___ ___ ___ ___

3. The students will complete and submit required forms and career station assignments by the end of the 9th week of each quarter.

   Evaluation--Teacher/coordinator will check off the following as submitted: ___ ___ ___ ___

   - *time cards*
   - *evaluation forms*

4. 75% of the students will have an evaluation conference with the career station supervisor before the end of the 9th week of each time frame.

   Evaluation--Individual interview with student will indicate content and satisfaction of conference with career station supervisor. ___ ___ ___ ___

5. The students will comply with the training agreement requirements and productively perform their assigned tasks.

   Evaluation--Obtain a satisfactory rating on the Career Sponsor's Evaluation Form: ___ ___ ___ ___

   - *performance on job* _____
   - *attitude on job* _____
   - *appearance on job* _____

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

UNIT 10: UNIT CONTROL

	TIME FRAME			
	1	2	3	4
1. The student will complete the unit control pretest. *Evaluation--The student will complete the unit pretest before beginning the unit objectives.*	___	___	___	___
2. The student will accurately complete each of the following unit control forms: - Purchase orders - Invoices - Freight bills - Tickets - Sales records - Tags *Evaluation--The student will complete the forms with 80% accuracy.*	___	___	___	___
3. The student will complete a performance test on the operation of a merchandise unit control system. Given the necessary information, forms and time, the student will complete the problems without significant errors. No reference materials may be used. *Evaluation--The student will complete the performance test with 80% accuracy.*	___	___	___	___
4. The student will complete the unit control posttest. *Evaluation--The student will complete the unit posttest with 80% accuracy.*	___	___	___	___

NOTE: Students who do not meet the required performance levels for the unit objectives on the first attempt will be provided with additional learning activities and a second chance to perform at the required levels.

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

UNIT 11: SALESMANSHIP

	TIME FRAME			
	1	2	3	4
1. Each student will take the salesmanship unit pretest. *Evaluation--The student will complete the pretest before starting on the unit objectives.*	___	___	___	___
2. The student will demonstrate his knowledge of salesmanship through a class demonstration in the simulated store. The demonstration must involve a minimum of one student customer. *Evaluation--The student must receive an 80% rating on the DECA evaluation scale used by the teacher and the class.*	___	___	___	___
3. The student will demonstrate or describe the following steps of a sale: - The approach and determining the need - The interest or desire stage - The sales demonstration - Handling objections and excuses - Closing the sale *Evaluation--The student must earn a minimum of 80% on the DECA scale for the visual and oral presentations.*	___	___	___	___
4. The student will submit a report which compares the sales career which relates to his present work experience job and another sales job which the student may choose as an alternative career. *Evaluation--The student will submit the completed report 9 weeks after getting a job.*	___	___	___	___
5. The student will complete the posttest on salesmanship. *Evaluation--The student will score a minimum of ...%.*	___	___	___	___

NOTE: Students who do not meet the required performance levels for the unit objectives on the first attempt will be provided with additional learning activities and a second chance to perform at the required levels.

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

UNIT 12: ADVERTISING

	TIME FRAME			
	1	2	3	4
1. The student will complete the advertising unit pretest. *Evaluation--The student will complete the unit pretest before starting the unit objectives.*	___	___	___	___
2. The student will participate in class discussions and demonstrations of the types of advertising, advertising goals, national advertising, cooperative advertising, and retailers' advertising. Notes and handout materials will be kept in the required class notebook. *Evaluation--The student will complete the advertising quiz with 70% accuracy.*	___	___	___	___
3. The student will submit effective advertising copy for at least four different types of merchandise. *Evaluation--The advertising copy will meet the requirements of the instructor.*	___	___	___	___
4. The student will plan an advertising campaign, prepare layouts and write copy for a product. The product and the advertising media will be assigned by the instructor. *Evaluation--The advertising material will be evaluated by the instructor and the class, using an advertising rating sheet.*	___	___	___	___
5. The student will design a direct mail envelope and letter which fits the sales aim of a product, attracts attention, builds interest in the product, creates a desire to purchase the product and promotes customer action. *Evaluation--The direct mail envelope and letter will be rated by the instructor on a 100-point scale; 70 points is the minimum rating.*	___	___	___	___
6. The student will be given a new product and instructions for a promotion campaign. He will prepare advertising goals, determine methods of promotion, and select advertising media for the promotion campaign. *Evaluation--The student will make an oral and visual presentation of his promotional campaign to the intructor and the class. A rating of 70% is the minimum level for satisfactory performance.*	___	___	___	___

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
7. The student will complete the advertising unit posttest. *Evalution--The student will score a minimum of 70% on the unit posttest.*				
NOTE: Students who do not meet the required performance levels for the unit objectives on the first attempt will be provided with additional learning activities and a second chance to perform at the required levels.				

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

UNIT 13: DISPLAY

	TIME FRAME			
	1	2	3	4
1. The student will complete the display unit pretest. *Evaluation--The student will complete the unit pretest before starting the unit objectives.*	___	___	___	___
2. The student will participate in class discussions and demonstrations of display design, promotional and institutional displays. *Evaluation--The student will keep discussion notes and handout materials in a class notebook.*	___	___	___	___
3. The student will view a slide presentation of various San Mateo store displays. He will use the information gained from the class discussions and the slide presentation to rate the types and effectiveness of the various store displays. *Evaluation--The student will discuss his ratings with the teacher and his classmates.*	___	___	___	___
4. The student will define the various display terms, identify types of displays and explain the different types of promotional and institutional displays on a display unit quiz. *Evaluation--The student will score a minimum of 75% on the display quiz.*	___	___	___	___
5. The student will use ten or more items of simulated store merchandise to create an attractive display. *Evaluation--The student's display will show evidence of good design technique and wise use of display devices. The display will be rated by the instructor.*	___	___	___	___
6. The student will sketch or set up four different displays which are appropriate for four different types of merchandise. *Evaluation--The sketches or displays must meet the requirements of the instructor.*	___	___	___	___

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
7. The student will complete the display unit posttest.				
Evaluation--The student will score a minimum of 75%.	___	___	___	___

NOTE: Students who do not meet the required performance levels for the unit objectives on the first attempt will be provided with additional learning activities and a second chance to perform at the required levels.

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

UNIT 14: CREDIT INSTRUMENTS AND SALES CONTRACTS

	TIME FRAME			
	1	2	3	4
1. The student will complete the credit instruments and sales contracts unit pretest. *Evaluation--The student will complete the pretest before beginning the unit objectives.*	___	___	___	___
2. The student will define a list of ten common contract terms on a unit quiz. *Evaluation--The terms will be defined with 70% accuracy.*	___	___	___	___
3. The student will, on a quiz or class assignment, define the following terms: sale, consideration, installment sales contract, and subject matter. *Evaluation--The student's explanation of the terms will meet the requirements of the text and handout materials.*	___	___	___	___
4. The student will analyze several case problems and determine which cases are concerned with the transfer of ownership in a sale. *Evaluation--The student will correctly identify the transfer of ownership criteria with 70% accuracy.*	___	___	___	___
5. The student will demonstrate with 100% proficiency the use of imprinters to make contract and credit card sales. *Evaluation--The student's proficiency will be rated by the instructor.*	___	___	___	___
6. The student will describe the proper techniques for check identification and will submit a list of ten common check writing errors. *Evaluation--The student will correctly identify eight of the ten common check writing errors.*	___	___	___	___

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
7. The student will demonstrate the proper procedures for processing sales where the customer will charge an item or items and take the merchandise with him. *Evaluation--The student will correctly process 80% of the ten items he is given.*				
8. The student will demonstrate the proper procedures for processing a credit sale where the customer wishes the merchandise sent to him. *Evaluation—The student will correctly process 80% of the ten sample items.*				
9. The student will demonstrate his knowledge of credit instruments, contracts, and credit cards by completing unit test covering the following credit problems: - Credit authorization policies - Stolen or lost credit card purchases - Checks lacking proper identification - Two-party checks - Payroll and government checks - Endorsements *Evaluation—The student will score a minimum of 75%.*				
10. The student will complete the credit instruments and sales contract posttest. *Evaluation--The student will correctly answer 75% of the test questions.*				

NOTE: Students who do not meet the required performance levels for the unit objectives on the first attempt will be provided with additional learning activities and a second chance to perform at the required levels.

DISTRIBUTIVE OCCUPATIONS PROGRAM

TEACHER/COORDINATOR OBJECTIVES

UNIT 15: FINANCIAL STATEMENTS

	TIME FRAME			
	1	2	3	4
1. The student will examine a completed balance sheet and a completed profit and loss statement. He will desribe the differences in the two financial statements. *Evaluation--The student's response will indicate differences in intent, in time span covered and in the arrangement of the financial data reported.*				
2. The student will examine an invoice and a financial statement and differentiate between the two items. *Evaluation--The student's response will include the intent of each document and its use in business.*				
3. The student will use a set of figures for the monthly operation of a business and determine the amount of profit or loss for that business. *Evaluation--The profit and loss statement will meet the requirements of the lecture and printed materials for the unit.*				
4. The student will list and define the following financial terms: - Assets - Liabilities - Expenses - Types of income - Cost of goods sold - Profits *Evaluation--The student will score a minimum of 70% on a vocabulary quiz.*				
5. The student will complete the financial statements unit posttest. *Evaluation--The student will correctly nswer 70% of the questions on the posttest.*				
NOTE: Students who do not meet the required performance levels for the unit objectives on the first attempt will be provided with additional learning activities and a second chance to perform at the required levels.				

DISTRIBUTIVE OCCUPATIONS PROGRAM
TEACHER/COORDINATOR OBJECTIVES

EVALUATION PROCEDURE

The Distributive Occupations Program will follow an information collection cycle with data being gathered at the 9th and 17th week of each semester. The teacher is responsible for gathering, preparing, and submitting evaluation reports that are based upon objectives indicated in the Distributive Occupations Management System.

At the 9th and 17th weeks of the semester, the teacher will examine each of the objectives indicated in the management system in order to determine the degree to which each objective was accomplished. The degree of accomplishment should be indicated in the time frame space on the forms. On the Narrative Report, the teacher will indicate the reasons for partial or nonaccomplishment of objectives. Constraints and problems encountered should be included in the report along with suggestions for revision and/or modification of the program and the Distributive Occupations Management System. The final report, submitted at the end of the 17th week of the semester, should be a compilation of data gathered at the 9th and the 17th week.

The time line is intended to provide for program monitoring and to insure the use of evaluation data for improvement of the program. The table below indicates the time line to be followed, the forms to be used in the evaluation, and where the report is to be disseminated.

Time Line	Form	Dissemination of Report
9th Week	Teacher Objectives Student Objectives Narrative Report	Local school - Department Head - Principal or Designee
17th Week	Teacher Objectives Student Objectives Narrative Report	Local school - Department Head - Principal or Designee District - Superintendent or Designee

The Career Development Programs Office will act as an information and data retrieval center for Career Development Programs. After final evaluation reports on the Distributive Occupations Program are received, they will be reviewed in order to ascertain the type and level of support needed for the program on the district and local school level.

Distributive Occupations Program Management System will be revised and updated on a yearly basis or as needed. Changes in the management system will be based upon student and program needs as indicated in the evaluation reports that are prepared by local teachers and other appropriate individuals.